GRADE 3 LITERACY: INVESTIGATING SHARKS

UNIT OVERVIEW

This 2-3 week unit extends students' understanding of informational texts, through having students use these texts as the basis for their writing.

TASK DETAILS

Task Name: Investigating Sharks

Grade: 3

Subject: Literacy

Depth of Knowledge: 3

Task Description: This task asks students to write an opinion on an informational text reading. Students must be able to use reasons and facts to support their opinions based on information provided in the informational text.

Standards:

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI. 3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

Materials Needed
- "Facts About Sharks" by Susanna Batchelor
- Planning your writing organizer

TABLE OF CONTENTS

The task and instructional supports in the following pages are designed to help educators understand and implement tasks that are embedded in Common Core-aligned curricula. While the focus for the 2011-2012 Instructional Expectations is on engaging students in Common Core-aligned culminating tasks, it is imperative that the tasks are embedded in units of study that are also aligned to the new standards. Rather than asking teachers to introduce a task into the semester without context, this work is intended to encourage analysis of student and teacher work to understand what alignment looks like. We have learned through the 2010-2011 Common Core pilots that beginning with rigorous assessments drives significant shifts in curriculum and pedagogy. Universal Design for Learning (UDL) support is included to ensure multiple entry points for all learners, including students with disabilities and English language learners.

Department of Education
Dennis M. Walcott, Chancellor

GRADE 3 LITERACY: INVESTIGATING SHARKS

PERFORMANCE TASK

This section contains the student version of the final performance task (including the text used) and task administration guidelines for teachers.

Name _____   **Date** _____

Investigating Sharks

Scientists like to study animals in their natural habitat. That means that a shark scientist has to study sharks in the oceans where they live. Shark scientists are scuba divers who go deep into the ocean to learn more about sharks.

Read and discuss "Facts about Sharks" by Susanna Batchelor. Think about how these two types of sharks are the same and also how they are different. <u>Which shark would you study if you were a shark scientist and why?</u>

1. Decide which shark you would want to study.
2. Find the best shark facts to support your reasons.
3. Explain your reasons. Be sure to use facts about hammerhead sharks and whale sharks to explain why you would study the shark you chose and not the other shark.

You can use a graphic organizer to help you plan your writing. Remember to <u>pick the best facts</u> to support your opinion, and not every detail you can find. You must <u>explain how the facts support your opinion and each of your reasons</u>.

Be sure to:

- o Have an introduction that tells <u>the topic and focus (opinion).</u>
- o State your opinion: If I was a shark scientist, I would want to study ____ (which shark) because _____ (reasons).
- o Have body paragraphs that have topic sentences and details to support each new reason. Group your facts to <u>support and explain</u> each reason.
- o Use linking words that connect your opinion with your reasons and facts.
- o Use interesting and descriptive words to connect your ideas.
- o Write a conclusion that connects to your focus (opinion) and reasons.
- o Use different kinds of sentences – statements, questions, and exclamations.
- o Use complete sentences. Check for correct punctuation and spelling.
- o Add an illustration that supports your focus (opinion).

Planning Your Writing

Use information from "Facts about Sharks" in your opinion piece. Pick some facts that will help you to compare the two kinds of sharks and then decide which shark you would want to study. You may also add new facts you have learned from other texts. Deciding and listing the reasons for your opinion (the shark you want to study) is an important step in your plan. A silly reason is given in the table to show you how to <u>connect your reasons with your opinion and facts</u>.

My opinion (the shark I want to study is):

Because (my reasons for choosing this shark):

List at least 2 Strong Reasons why you choose _____	<u>Explain</u> Hammerhead shark facts that support my reason	<u>Explain</u> Whale shark facts that support my reason
I like spots! (a silly reason – DO NOT use this reason)	Hammerhead sharks do not have spots <u>so they would be boring to study.</u>	Whale sharks do have spots <u>and I want to know more about animals with spots.</u>

Facts about Sharks
by Susanna Batchelor

My name is Susanna Batchelor and I am a veterinarian from England. I dive with sharks to learn more about them. I have dived with many different types of sharks all over the world.

There are about 400 different types of sharks. Many of them are named after the way they look or where they live. For example, the hammerhead shark has a head shaped like a hammer; the whale shark is as big as a whale; and the reef shark lives on coral reefs. Sharks range from a few centimeters to many meters in length. And they eat all sorts of different foods - from tiny plankton, to fish, to larger mammals like seals.

I have collected some interesting facts about two different kinds of sharks – hammerhead sharks and whale sharks.

Interesting Facts about <u>Hammerhead Sharks</u>:

1) have a head shaped like a hammer to help it detect <u>electrical signals</u> given off by its <u>prey</u>
2) swing their heads from side to side like a <u>metal detector</u>
3) their eyes and <u>nostrils</u> are at each end of the "hammer"
4) the position of the eyes allows it to look 360° - in a full circle

5) hunt alone at night
6) feed mainly on fish and squid
7) grow up to 4 meters long
8) get scared by the sound of divers' bubbles
9) have been known to eat other sharks

Interesting Facts about <u>Whale Sharks</u>:

1) can grow to 18 meters long
2) are the largest fish in the world
3) feed on <u>plankton</u> that comes through their <u>massive</u> gills
4) have 3,000 tiny teeth but they don't use them for chewing
5) are very curious and will often slow down to inspect divers and even follow their bubbles
6) make long <u>migrations</u> across the oceans to find food
7) can live a long time
8) have a pattern of spots on their sides (just behind the gills) like a <u>fingerprint</u> that is <u>unique</u> to each individual and can be used for <u>identification</u>

For more pictures and shark videos, you can go to http://www.childrenoftheearth.org/shark-information-kids/interesting-facts-about-sharks-for-kids.htm

Teacher Directions for Administration

Name of Assessment Task: Investigating Sharks   **Grade:** 3

Note on task demands: This is probably the first time your students are reading an informational text and then writing an opinion about what was read. (You may already do this during class discussions, but perhaps not requiring each student to write longer opinion pieces.) This type of writing can be more difficult than writing an opinion about a story or poem read, or writing a report on a topic after reading informational texts. Opinions are more difficult because most informational texts give us factual information and teach us about topics we want to learn about.

So what really is an appropriate prompt for writing an opinion using supporting details from informational texts? Since this is early in the students' exploration of texts, it is best to begin with one text as the stimulus for the writing and scaffold each of the steps: (1) read and comprehend a text, (2) find detailed information in the text, (3) in this case, compare information presented in order to state an opinion, (4), take a stand/state an opinion in response to the prompt (choose a shark to study in the ocean), (5) identify reasons for the opinion (e.g., size of shark, possible dangers or friendliness of shark, something I am curious about), and (6) develop a plan for writing. <u>All of this happens before the writing begins!</u>

General teacher directions

Days 1-2

- **Prewriting Activity 1**. This first lesson is about knowing how to support an opinion <u>with facts</u>.
  - Provide a generic graphic organizer and have students practice supporting opinions that require facts for support (e.g., carrots are healthier/not healthier than ice cream; dogs are easy/not easy to take on long trips).
  - Fill in the organizer as a class and be sure to include a stated opinion, a reason for the opinion, and a fact <u>that is explained</u> as to why it is supporting the reason.
  - Students could split up and take each side of an opinion to show how different facts might be used to explain support for an opinion.
- **Prewriting Activity 2**. Since compare-contrast and making inferences are precursor skills needed for this assessment, read and discuss several texts together about different animals and identify how they are the same or different (e.g., caterpillar and worm, grasshopper and cricket).
  - You might use a class compare-contrast graphic organizer to help students recall the facts and details for each different animal.
  - Then using those comparative facts, ask students to state an opinion and use at least one fact to support their opinions (e.g., *Which animal would be easiest to keep as a pet and why?*). Opinions need to require making some inferences based on facts provided and should not simply restate explicit information.
    - § Non-examples: which animal moves faster when the speed of both is provided; asking which animal moves faster when the facts state that one animal leaps 10 feet each time it jumps and has quick reflexes and the other crawls on the ground would require some inferences and reasoning for stating and supporting the opinion; or which animal is better suited to

escape in the water when multiple facts are combined to make a judgment/opinion).

- **If students can't do this together after using a sample text, then they are <u>not</u> ready to do this individually with the shark text**. Teachers should model this with a second or third text if that is the case.

Days 2-3

- [Distribute copies of the writing prompt] *"We have been learning how to make and support opinions. You are going to be writing an opinion using the information in the shark facts text. Listen and follow along as I read the directions for what your writing will be about."* [Read the prompt aloud together with the students.]
- **Review task.** *"What will this writing be about? Do you think everyone will have the same opinion? The same reasons and facts?"* [Allow time for students to respond to the question.] *"What decision do you need to make before you begin to write?"*
- **Review parts of the task.** *"Let's read the reminders again."* [Allow students to review what is in the task.]
    - o "Be sure to…" section; e.g., box, introduction, facts and details that support the focus, explaining, an ending with a concluding statement, etc.
- **Shared reading.** Read the short shark facts text together to be sure all students have a basic understanding of unfamiliar words they might come across. **The following tier 3 and domain specific words will need to be discussed:**
    - o <u>plankton</u>: a mixture of very small plants and animals floating in fresh or salt water
    - o <u>electric signal</u>: the mode by which many fish, like sharks, communicate in the water
    - o <u>prey</u>: an animal being hunted, caught, and eaten by another animal
    - o <u>metal detector:</u> a device that detects and signals the presence of metal objects and is used to discover concealed weapons at a security point or locate buried coins and the like
    - o <u>massive</u>: big and heavy; solid
    - o <u>migrations</u>: a group that migrates together
    - o <u>fingerprint</u>: a mark made by the tip of a finger on an object that it has touched
    - o <u>unique</u>: being the only one of its type

- **Graphic organizer.** Be sure students know how to complete the organizer to plan their writing.
    - o Note: Feel free to use a different graphic organizer with your students.
- [Circulate around the room as children work and scribe for individual students as needed. See also guidelines for allowable accommodations and sample scribing questions for writing.]

While students work, generic prompts may be given to the class: *"Are you using details and facts to support your reasons? Are you explaining how facts support your opinion?"*

GRADE 3 LITERACY: INVESTIGATING SHARKS

UNIVERSAL DESIGN FOR LEARNING (UDL) PRINCIPLES

Department of
Education
Dennis M. Walcott, Chancellor

Grade 3 Sharks
Common Core Learning Standards/
Universal Design for Learning

The goal of using Common Core Learning Standards (CCLS) is to provide the highest academic standards to all of our students. Universal Design for Learning (UDL) is a set of principles that provides teachers with a structure to develop their instruction to meet the needs of a diversity of learners. UDL is a research-based framework that suggests each student learns in a unique manner. A one-size-fits-all approach is not effective to meet the diverse range of learners in our schools. By creating options for how instruction is presented, how students express their ideas, and how teachers can engage students in their learning, instruction can be customized and adjusted to meet individual student needs. In this manner, we can support our students to succeed in the CCLS.

Below are some ideas of how this Common Core Task is aligned with the three principles of UDL; providing options in representation, action/expression, and engagement. As UDL calls for multiple options, the possible list is endless. Please use this as a starting point. Think about your own group of students and assess whether these are options you can use.

REPRESENTATION: *The "what" of learning.* How does the task present information and content in different ways? How students gather facts and categorize what they see, hear, and read. How are they identifying letters, words, or an author's style?

 In this task, teachers can...
- ✓ **Provide options for perception and comprehension** by presenting facts about sharks in an electronic version to allow text to speech software, options in text size and contrast, as well as an embedded visual dictionary including definitions in English and the student's native language for *veterinarian*, *dive*, *plankton*, *mammal*, *squid*, *prey*, *massive*, *curious*, *inspect*, *migration*, and *unique*.

ACTION/EXPRESSION: *The "how" of learning.* How does the task differentiate the ways that students can express what they know? How do they plan and perform tasks? How do students organize and express their ideas?

 In this task, teachers can...
- ✓ **Facilitate managing information and resources** by providing graphic organizers and templates for taking notes and organizing data, such as creating a T-chart to organize, list, and compare and contrast facts about Hammerhead sharks and Whale sharks prior to choosing which shark to study.

ENGAGEMENT: *The "why" of learning.* How does the task stimulate interest and motivation for learning? How do students get engaged? How are they challenged, excited, or interested?

 In this task, teachers can...
- ✓ **Provide prompts, guides, rubrics, and checklists that focus on elevating the frequency of self-monitoring and self-reinforcement** by using detailed checklists for organizing and editing the necessary writing tasks for completion of an informational essay supported by details from text.

Visit http://schools.nyc.gov/Academics/CommonCoreLibrary/default.htm to learn more information about UDL.

GRADE 3 LITERACY: INVESTIGATING SHARKS

RUBRIC

CCSS Writing Standard #1a: Compose Opinion Pieces on Topics/ Persuasive Writing K-3

Students compose opinion pieces on topics by stating and supporting a point of view /judgment with reasons and information.

CCSS Language & Writing Criteria	Novice	Apprentice	Practitioner	Expert
Purpose • Context • Focus/controlling idea (opinion) • Evidence of understanding the topic • Connections are related to opinion on the topic	Uses a combination of drawing, dictation, & writing (K) to compose Attempts to identify a topic, but lacks a focus (opinion) or may have more than one topic or confusing topic as stated	Uses a combination of drawing, dictation, & writing (K) to compose Has topic and attempts a focus (opinion), but focus may shift or not be relevant to the topic chosen	*Uses a combination of drawing, dictation, & writing (K) to compose* *Clearly identifies topic (gr K-3)* *Focus (opinion) about topic is clearly stated (gr K-3)*	Uses a combination of drawing, dictation, & writing (K) to compose Explains something more about the topic OR A connection is made between topic & broader idea(s)
Organization • Overall coherence between topic, opinion, and reasons • Transitions connect ideas (e.g., sequence, compare-contrast, description, cause-effect, problem-solution)	Attempts introduction, body, and conclusion, but one or more parts are missing	Introduction, body, and conclusion are evident, but may lack clarity or coherence (e.g., attempts to connect opinion to a reason, but reason may not make sense)	*Has intro, body, and concluding statement or section (gr 1-3) that support focus (opinion)* *States one or more reasons for opinion (gr 1-3)* *Uses transitions (e.g., because, and) to connect ideas (gr 2-3)*	Intro, body, and conclusion support focus and reason(s) Uses several transitions appropriately (e.g., because, since, and, also, for example, since) to connect ideas
Details/Elaboration • Descriptions • Explanations • Comparisons • Examples, facts • Sensory and concrete details that support writer's point of view	No details provided or attempts to add details to drawings or writing which may be random, inaccurate, or irrelevant	Some elaboration strategies are evident in drawings or writing (gr K-3), or added with support/ questioning from peers or adults Ideas may not be fully elaborated or details may be insufficient to support opinion	*Drawings or writing include relevant and descriptive details, labels/captions, facts, or elaboration that support the opinion or reasons* *Details are explained, not simply listed*	Elaborates using a variety of relevant details, examples, quotes, etc. to support focus (opinion) or explain reasons May use figurative language (e.g., imagery, simile, exaggeration)
Voice and Tone • Vocabulary Use - Precise Language • Sentence structure • Sentence variety	Generally uses basic, incorrect, or below grade level vocabulary when dictating (K) or writing Uses adult/peer feedback to revise	Vocabulary use has minor errors Dictates, writes, and expands simple complete sentences Uses adult/peer feedback to revise	*Appropriate use of vocabulary (nouns, verbs, plurals, adjectives, etc.)* *Uses some variety of sentence types (statement, question, exclamation)* *Uses adult/peer feedback to revise*	Chooses words and phrases for effect (e.g., precise, concrete, or sensory vocabulary) Uses variety of sentences (simple, compound, with prepositional phrases)
Conventions of Standard English • Grammar • Usage • Mechanics (capitalization, punctuation, spelling)	Edits with support from peers or adults (gr 2-3) Uses below grade-level basic mechanics with frequent errors	Edits with support from peers or adults (gr 2-3) Uses grade-appropriate basic mechanics and word use with some errors	*Edits with support from peers, adults, resources (gr 2-3)* *Minor errors do not interfere with reader's understanding*	Edits with support/ resources Has few or no errors in grammar, word usage, or mechanics as appropriate to grade

NOTE: Anchor papers illustrate how descriptors for each performance level are evidenced at each grade.

GRADE 3 LITERACY: INVESTIGATING SHARKS

ANNOTATED STUDENT WORK

This section contains annotated student work at a range of score points, student summaries, and implications for instruction for each performance level. The annotated student work and student summaries demonstrate performance at different levels and show examples of student understandings and misunderstandings of the task that can be used with the implications for instruction to understand how to move students to the next performance level.
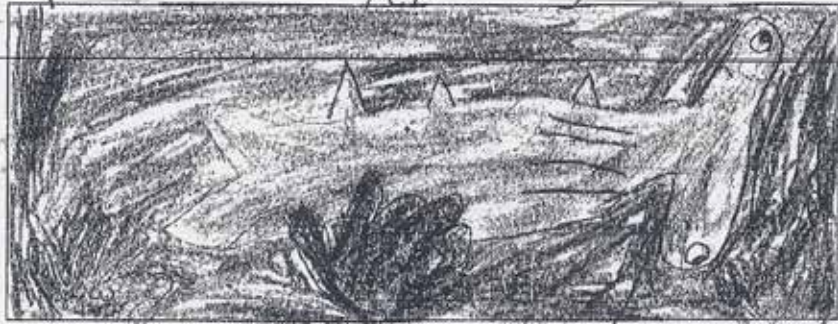
In piloting the assessment task, we were not able to get the full range of student work at all performance levels. The student work here only includes student work at the Apprentice level. As we collect more student work, we will update this section to show student performance at all levels.

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G3 -A3-001

The Hammerhead shark

The whale shark and
The Hammerhead shark have
many Similarities. The whale
and Hammerhead shark both live
in the ocean. They both are
very unique. They both get
very curious. And lastly They
both eat Living things under
water. Here are some facts about
the Hammerhead shark.

The student attempts a focus by stating the hammerhead shark and whale shark have many similarities.

The introduction has some context by identifying the similarities between the two types of sharks.

Some transitions are used in the body of the paper (e.g., and lastly, also, because).

The student has included some general details from the text (e.g., eyes and nostrils at the tip of the hammer; eats squids, fish, and other sharks; frightened by human's bubbles; etc.); however the student did not elaborate on these details to support an opinion that hammerhead sharks are fascinating.

The student is able to turn phrases from the text into complete sentences; many sentences begin in the same way.

The ideas presented are facts from the article, rather than an explanation of how the facts support the opinion as to WHY hammerhead sharks are fascinating.

The Hammerhead shark Has eyes and nostrils at the Tip of the "Hammer." It can see in a full circle. It eats squid, fish, and other shark. It grows up to 3 or 4 meters long. It hunts at night by itself. This type of shark gets frightend by human's bubbles when they Jump into the water

I chose the Hammerhead shark to study because They are facinating. Their eyes see in a full circle.

The student's voice and tone attempts to be one of authority as seen through the examples and vocabulary from the text. However, some examples lack accuracy. The student writes, "gets frightened by human's bubbles when they jump in the water" but it is the sound of the bubbles that scare them.

The student does not address the prompt of identifying which shark is preferred to be studied until the end of the paper.

G3-A3-0

G3-A3-001

AlSo, their body is blue with a bit of Green. Even more interesting, their body IS shaped as a hammer. But most of all, It eats stingray and uses its "Hammer" as a wepon!

A conclusion is provided, but it is actually the opinion that was never elaborated on.

Grade 3 Literacy: Investigating Sharks
Annotated Student Work: Apprentice

Annotations are based on analytical scoring, which means scoring each criterion separately. Analytical scoring supports the teacher in being able to focus feedback to students and target next steps for instruction. Analytical feedback for each criterion also helps students to see their areas of strength and where they need to make revisions. The writing analyzed through these annotations is indicative of a student generally performing at an <u>Apprentice</u> level.

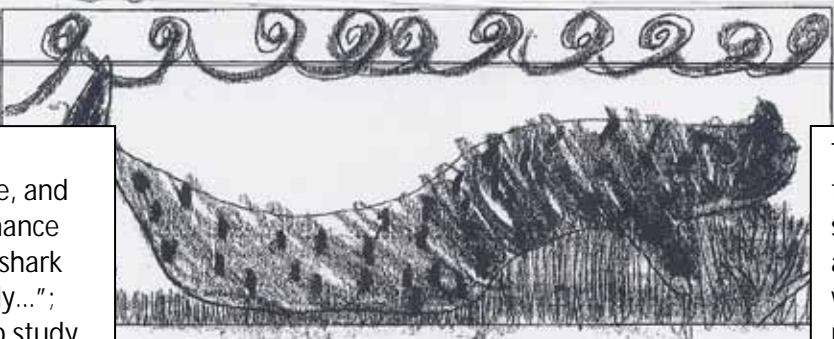| CCSS Language & Writing	Evidence	Instructional next steps To meet CCR Standards, this student needs to:
Purpose • Context – topic, question(s) to be answered • Focus/Controlling Idea • Evidence of gathered information or understanding something about the topic	**Score: Apprentice** • The student states the topic as hammerhead sharks. • The student attempts a focus by stating the hammerhead shark and whale shark have many similarities. This focus begins as a comparison/summary and ends as an opinion. • The student does not address the prompt of identifying which shark is preferred to be studied until the end of the paper. • The introduction has some context by identifying the similarities between the two types of sharks. • No information is presented to explain why studying the hammerhead shark is more interesting than studying the whale shark or what could be learned.	This student lacks an understanding of how to write an opinion with a reason that can be supported with text evidence and explained. (For example, "I would study the whale shark because it seems to more gentle than the hammerhead and I would not want to get eaten.") • Model group writing using a graphic organizer that identifies a position (opinion), reasons for the opinion, and then specific facts from the text that will assist students who are learning to write about opinions.
Organization • Overall coherence • Appropriate organizational patterns • Transitions connect ideas (e.g., compare-contrast, description, cause-effect) • May have headings, numbering, bullets to group ideas	**Score: Apprentice** • The information is organized as an introduction and a body of several paragraphs that lists the reasons that the hammerhead and whale shark are similar. • A conclusion is provided, but it is actually the opinion that was never elaborated on. • The ideas presented are facts from the article, rather than an explanation of how the facts support the opinion as to WHY hammerhead sharks are fascinating. • Some transitions are used in the body of the paper (e.g., and lastly, also, because).	• Break the task into shorter steps that will scaffold the task and assist the student writing in having overall cohesion. (E.g., write an introduction and ask for peer feedback before going on.) Gradually over time, this scaffolding can be removed to ensure that students are able to independently organize their ideas and details. • Use the facts/ traits the student could identify and first orally say how they support the interest in the hammerhead shark over the whale shark. Then write. For example: Each shark is curious, but it is fascinating that this scary shark would be frightened by human's bubbles!

Details/Elaboration
• Naming
• Describing, defining
• Explaining
• Comparing
• Examples, facts, citations
   • Sensory and concrete details supporting topic
   • Analogies
   • Illustrations, graphics
	Score: Apprentice
	• The student has included some general details from the text (e.g., eyes and nostrils at the tip of the hammer; eats squids, fish, and other sharks; frightened by human's bubbles; etc.); however the student did not elaborate on these details to support an opinion that hammerhead sharks are fascinating.
	• The student attempted to use the elaboration technique of providing specific examples from the text. However, this does not support the intended focus.
		• Orally state what the task calls for to be sure there is clarity of the task.
		• Identify elaboration techniques found in a variety of articles/texts as models for own writing.
		• Practice use of oral and then written elaboration techniques by adding more details or words that describe, explain WHY or HOW, or compare.

Voice and Tone
   • Knowledgeable person
   • Vocabulary – Precise language
   • Sentence structure
   • Sentence variety
	Score: Apprentice
	• The student's voice and tone attempts to be one of authority as seen through the examples and vocabulary from the text. However, some examples lack accuracy. The student writes, "gets frightened by human's bubbles when they jump in the water" but it is the sound of the
		• Add precise and accurate language when providing specific details from a list of facts.
		• Assisting the student with recognizing and using language and specific details that connects the conclusion to the focus.

	bubbles that scare them. • The sentence structure and vocabulary are grade level appropriate but basic.	
Conventions of Standard English • Grammar • Usage • Mechanics (capitalization, punctuation, spelling)	**Score: Practitioner** • The student is able to turn phrases from the text into complete sentences; many sentences begin in the same way. • The mechanics, grammar, and usage are grade level appropriate,	• Identify a variety of ways to start sentences or to combine sentences. Have the students reread their writing and circle the beginning words of the sentences. This will allow the student to visually see the same beginning and to edit their own work.

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G-3-A3-003

Whale shark

Some sentences lack appropriate structure, and therefore do not enhance meaning (e.g., "The shark that I will like to study…"; "That's why I want to study on the whale shark."

The student states the topic as whale sharks and attempts a focus by stating the whale shark is the preferred shark to be studied. A reason ("I'm curious about their teeth.").

The Shark that I will like to study is a whale shark. I am curious about their teeth! I want to study this shark and not the other one because they have a lot of intreasting note facts to study on. That's why I want to study on the whale shark.

The introduction has some context by identifying that there are a lot of interesting facts about whale sharks and in the body states that the whale shark is cool.

The student's voice and tone attempts to be one of authority, as seen through the examples and vocabulary from the text. However, these examples lack accuracy. The student writes, "in the night the shark all it does is eat plankton." The text states that whale sharks "feed on plankton that comes through their massive gills."

The ideas presented are all facts from the article, rather than an explanation of how the facts support the opinion that whale sharks are interesting or cool.

G3-A3-003

I think that the whale shark is cool because they have alot of spots. They have many tiny teeth. They look and is as big as a whale sharks. Also in the night the shark all it does is eat plankton. I am also intreasted in them because they grow 18 meaters long.

My Concluwhion is that the whale shark is important because it is the largest fish in the world!

Transitions are used appropriately in the body of the paper (e.g., because, also).

Spelling conventions used by this student are grade level appropriate (e.g., conclushion for conclusion).

The student has included some general details from the text (e.g., they have a lot of spots, many tiny teeth, eat plankton, etc.); however the student did not elaborate on these details to support an opinion that whale sharks are important.

Grade 3 Literacy: Investigating Sharks
Annotated Student Work: Apprentice

Annotations are based on analytical scoring, which means scoring each criterion separately. Analytical scoring supports the teacher in being able to focus feedback to students and target next steps for instruction. Analytical feedback for each criterion also helps students to see their areas of strength and where they need to make revisions. The writing analyzed through these annotations is indicative of a student generally performing at an <u>Apprentice</u> level.

CCSS Language & Writing	Evidence	Instructional next steps **To meet CCR Standards, this student needs to:**
Purpose • Context – topic, question(s) to be answered • Focus/Controlling Idea • Evidence of gathered information or understanding something about the topic	**Score: Apprentice** • The student states the topic as whale sharks and attempts a focus by stating the whale shark is the preferred shark to be studied. A reason ("I'm curious about their teeth."). • The introduction has some context by identifying that there are a lot of interesting facts about whale sharks and in the body states that the whale shark is cool. • No information is presented to explain why studying the whale shark is more interesting than studying the hammerhead shark or what about the teeth is of special interest.	This student lacks an understanding of how to write an opinion with a reason that can be supported with text evidence and explained. (For example, "I would study the whale shark because it seems to more gentle than the hammerhead and I would not want to get eaten.") • Model group writing using a graphic organizer that identifies a position (opinion), reasons for the opinion, and then specific facts from the text that will assist students who are learning to write about opinions.
Organization • Overall coherence • Appropriate organizational patterns • Transitions connect ideas (e.g., compare-contrast, description, cause-effect) • May have headings, numbering, bullets to group ideas	**Score: Apprentice** • The information is organized as an introduction, a body with a listing of the facts about the whale shark from the shark article, and a conclusion "that the whale shark is important because it is the largest fish in the world." • The ideas presented are all facts from the article, rather than an explanation of how the facts support the opinion that whale sharks are interesting or cool. • Transitions are used appropriately in the body of the paper (e.g., because, also).	• Break the task into shorter steps that will scaffold the task and assist the student writing in having overall cohesion. (E.g., write an introduction and ask for peer feedback before going on.) Gradually over time, this scaffolding can be removed to ensure that students are able to independently organize their ideas and details. • Use the facts/ traits the student could identify and first orally say how they support the interest in the one shark over the other (e.g., size and shape). • Identify the facts that support the interest in the shark and compare to the other shark. For example: Each shark has a different personality, but the whale shark is curious and not afraid of people. If I went diving and saw a whale share it wouldn't be afraid of me.

Details/Elaboration
• Naming
• Describing, defining
• Explaining
• Comparing
• Examples, facts, citations
  • Sensory and concrete details supporting topic
  • Analogies
  • Illustrations, graphics
	Score: Apprentice
	• The student has included some general details from the text (e.g., they have a lot of spots, many tiny teeth, eat plankton, etc.); however the student did not elaborate on these details to support an opinion that whale sharks are important.
	• The student attempted to use the elaboration technique of providing specific examples from the text. However, this technique does not go far enough to include explanations to support the opinion.
		• Identify elaboration techniques found in a variety of articles/texts.
		• Practice use of elaboration techniques for ideas by adding more details or words that describe, explain, or compare.

Voice and Tone
  • Knowledgeable person
  • Vocabulary – Precise language
  • Sentence structure
  • Sentence variety
	Score: Apprentice
	• The student's voice and tone attempts to be one of authority, as seen through the examples and vocabulary from the text. However, these examples lack accuracy. The student writes, "in the night the shark all it does is eat plankton." The text states that whale sharks
		• Add precise and accurate language when providing specific details from a list of facts.
		• Oral editing assists the student with recognizing and using language and specific details that connects the conclusion to the focus.

	"feed on plankton that comes through their massive gills." It is the hammerhead shark that feed at night. • Some sentences lack appropriate structure, and therefore do not enhance meaning (e.g., "The shark that I will like to study…"; "That's why I want to study on the whale shark." • The conclusion is disconnected from the focus and is information that the student has personally generated rather than information that is connected to the text and prompt.	
Conventions of Standard English • Grammar • Usage • Mechanics (capitalization, punctuation, spelling)	**Score: Apprentice** • Spelling conventions used by this student are grade level appropriate (e.g., conclushion for conclusion). • Capital letters and punctuation are used appropriately throughout the writing. • Basic grammar and usage throughout the writing include some minimal errors (e.g., use of contractions: I'am, That's).	• Use oral editing to assist students with understanding noun-verb agreement, asking, "does this sound right?"

GRADE 3 LITERACY: INVESTIGATING SHARKS

INSTRUCTIONAL SUPPORTS

The instructional supports on the following pages include a unit outline with formative assessments and suggested learning activities. Teachers may use this unit outline as it is described, integrate parts of it into a currently existing curriculum unit, or use it as a model or checklist for a currently existing unit on a different topic.

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Unit Outline Template

INTRODUCTION: This unit outline provides guidance around how to integrate a performance task into a unit. *Teachers may (a) use this unit as it is described below; (b) integrate parts of it into a currently existing curriculum unit; or (c) use it as a model or checklist for a currently existing unit on a different topic.*

Grade 3 Literacy: What do I think about what I've learned?

UNIT TOPIC AND LENGTH:

Ø This unit extends students' understanding of informational texts, through having students use these texts as the basis for their writing. Students read the texts for comprehension, and then write to convey information as well as opinion. The learning plan leads students through experiences with informational and persuasive literacy and discussion. The culminating performance task asks students to read an informational text comparing two types of sharks, then write an opinion piece on one of the types of sharks, integrating text-based evidence to support their reasoning. The unit length is approximately 2-3 weeks, with opportunities for extensions.

COMMON CORE LEARNING STANDARDS:

Ø **3.RI.1.** Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Ø **3.RI.7.** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Ø **3.RI.10.** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Ø **3.W.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.
  a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  b) Provide reasons that support the opinion.
  c) Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
  d) Provide a concluding statement or section.

Ø **3.W.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  a) Introduce a topic and group related information together; include illustrations when

useful to aiding comprehension.
b) Develop the topic with facts, definitions, and details.
c) Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
d) Provide a concluding statement or section.

- Ø **3.W.7.** Conduct short research projects that build knowledge about a topic.
- Ø **3.SL.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- Ø **3.L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Ø **3.L.2.** Use standard English capitalization, punctuation, and spelling when writing.

BIG IDEAS/ENDURING UNDERSTANDINGS:

- Ø Reading and researching informational text in science can increase understanding of a complex issue.
- Ø Opinions expressed in non-fiction writing can persuade readers with specific supporting details.
- Ø Using effective organization (e.g., topic, introduction, body, transitions, conclusion) and standard English conventions in non-fiction writing clarifies a writer's message or opinion.
- Ø Conversations and discussions with various partners can clarify thinking by building on the ideas of others.

ESSENTIAL QUESTIONS:

- Ø How can readers improve their understanding about a specific topic?
- Ø How can writers persuade readers to agree with their opinions and statements?
- Ø How can writers present a clear message or opinion to readers?
- Ø Why do conversations and discussions with others improve comprehension and thinking?

CONTENT:

Reading: informational texts

- Ø Comprehension
- Ø Analysis
- Ø Comparison
- Ø Opinion

SKILLS:

Reading: informational texts

- Ø **Use** comprehension strategies such as prediction and connection to prior knowledge to read and comprehend a text.
- Ø **Determine** which pieces of information

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Ø Justification

Writing: informational and persuasive

- Ø Planning
- Ø Purpose
- Ø Expression
- Ø Opinion
- Ø Organization
- Ø Justification

Speaking and Listening

- Ø Topic focus

Science
- Ø Shark types and characteristics

in the text are most important to the message of the author.
- Ø **Compare** specific pieces of information presented in the text order to form an opinion.
- Ø **Take** a stand/**state** an opinion in response to a prompt.
- Ø **Identify** reasons for the opinion.

Writing: informational and persuasive

- Ø **Develop** ideas to incorporate in writing (i.e., using a graphic organizer).
- Ø **Establish** a purpose for writing (i.e., to convey information or an opinion).
- Ø **Convey** facts from an informational text through your own words as a writer.
- Ø **Develop** an opinion about a topic through a non-fiction piece of writing.
- Ø **Organize** text coherently (i.e., maintain topic focus; develop introduction, body, transitions, and conclusion).
- Ø **Provide** evidence to support the opinion in the non-fiction piece of writing.

Speaking and Listening

- Ø **Engage** in text-based discussion, maintaining focus on topic and key details from an informational text

Science

- Ø **Identify** and **compare** key characteristics of different types of sharks.

VOCABULARY/KEY TERMS:

- Ø **Literacy:** topic; focus; opinion; support; explain; information/fact; report; informational text/nonfiction; conclusion

- Ø **Content**-focused [from: "Facts about Sharks" by Susanna Batchelor]

o Tier II: centimeters; meters; electrical signals; metal detector; nostrils; massive; migrations; fingerprint; unique; identification

o Tier III: hammerhead shark; whale shark; veterinarian; plankton

ASSESSMENT EVIDENCE AND ACTIVITIES:

INITIAL ASSESSMENT :

Genre. Some options for assessing your students' understanding of informational reading and writing include:

- Ø **K-W-L chart** (whole class and/or individual; see "Resources"). Use to determine students' understanding of informational texts. Look out for:
  - o *purpose* (i.e., why do we read/write informational texts?)
  - o *types* (i.e., what different forms can informational texts take?)
  - o *text features* (i.e., what unique features do we expect to find in informational texts? headings, photographs, captions, etc.)
  - o *organization* (how are informational texts structured to help us learn from them?) and
  - o other relevant criteria.
- Ø **Anticipation guide** (see, "Resources"). See description in, "Formative Assessment" below.
- Ø **Nonfiction reading in-class assessments.** Examine prior assessments, such as: guided reading notes; running record comprehension questions; reading conference notes, etc. Criteria include:
  - o What do students know about the areas listed above (*purpose, types, text features, organization*), and how are they able to use these to comprehend information in a nonfiction text?
- Ø **Nonfiction writing in-class assessments.** Examine prior assessments, such as: on demand writing pieces; baseline, midline, or endline pieces; writing portfolio pieces; writing conference notes, etc. Criteria include:
  - o *introduction* (tells topic and focus)
  - o *opinion* (established, if relevant; linked with reason; e.g., *I believe…because…*)
  - o *body paragraphs* (facts grouped to support and explain)
  - o *transitions* (use of linking words to connect reasons and facts)
  - o *vocabulary* (use of topic-appropriate and interesting terms)
  - o *conclusion* (connects to focus and reasons)
  - o *conventions* (use of complete sentences, spelling, punctuation, etc.)
- Ø **Ongoing observations.** You may use an established tool in your classroom, or Karin Hess's Systematic Observation Tool (see, "Resources"), to informally observe students in their work (oral or written) on informational texts. Look out for *criteria* listed under nonfiction reading and writing assessments (above), as relevant.

Based on your assessment of students' strengths/needs with informational texts, you may

select different entry points into this unit.

FORMATIVE ASSESSMENT:

As students move through this unit, it is vital that their writing is assessed against the **Skills** and **Content** outlined in this unit.

Anticipation guide. These guides help establish a purpose for reading, and generate post-reading reflection and discussion. You may wish to use the anticipation guide as an initial assessment, and allow students to reflect on how their thinking as changed throughout the course of instruction.

- Ø *Note about usage:* You may choose to use the anticipation guide to assess students' understanding with relation to *genre* (informational reading and writing) and/or *content knowledge* (subject area understanding of topic; i.e., recycling in learning plan, and sharks in performance task).
- Ø *Note about adaptation:* You may wish to modify the included anticipation guide based on your students' strengths/needs. Adaptations include:
    - o Number of statements (add more/take away some)
    - o Number of columns (decrease to "Agree" vs. "Disagree" only)
    - o Structure for explanation (minimize or give scaffolding such as sentence stems, etc.)
- Ø **Set up.** Write 4-6 statements about key points of informational text (*genre*; see criteria in "Initial Assessment") or key ideas in the text (*content*); some true and some false.
- Ø **Model the process.** Introduce the text students will be using, and go through the process of completing the anticipation guide (responding to each statement and marking each column).
- Ø **Read the statements.** Ask students if they agree or disagree, providing opportunity for discussion. Instructional focus is on sharing prior knowledge and making predictions, rather than on correct answers.
- Ø **Read the text** (read aloud or independent reading). For a read aloud, pause at sections corresponding to statements on the anticipation guide.
- Ø **Bring closure.** Revisit each of the statements.

Learning plan. The culminating pieces from the learning plan (described below) can act as "check points." You can use these products (oral presentation and/or written piece) to determine areas needed for supplemental instruction, before engaging in the final

performance task.

- Ø Criteria. Use the criteria from the final performance task, "Investigating Sharks," to assess student writing.

FINAL PERFORMANCE TASK: INVESTIGATING SHARKS

After shared and independent reading of the article "Facts about Sharks", students will write an opinion piece taking a stance on which shark they would prefer to study using the information in the shark facts text to support their opinion. *See attached materials for details on the task, including a set of lessons that lead to the task.*

LEARNING PLAN & ACTIVITIES:

This section may be modified, depending on students' prior experience with informational texts, and information gathered through initial assessment. *Note that each "part" may last one or more class periods, depending on your students and your schedule.*

A note on task demands

This may be the first time your students are *reading an informational text* and then *writing an opinion* about what was read. This type of writing is much more difficult than writing an opinion about a story or poem read, and also more difficult than writing a report on a topic after reading informational texts! Opinions are more difficult because most informational texts give us factual information and teach us about topics we want to learn about.

The learning plan and activities described below are designed as a scaffold for students to guide them through the primary demands of the performance task on writing an opinion piece based on an informational text:

- Ø read and comprehend a text
- Ø find detailed information in the text
- Ø compare information presented in order to state an opinion (in this case)
- Ø take a stand/state an opinion in response to the prompt
- Ø identify reasons for the opinion
- Ø develop a plan for writing

Preparation: Genre study (informational texts)

- Ø **Focus:** *Reading and writing informational texts*
- Ø Prepare your students to work with informational texts in this unit by activating/building their schema around informational reading and writing, and connecting to their prior knowledge. Have a class discussion related to what students know about:
  - o Informational texts
  - o Environmental issues (especially saving animals' living environments, and recycling to preserve them)

Part 1: Think-Pair-Share

- Ø **Focus:** *Using an informational text for comprehension and opinion*. This strategy scaffolds

students in developing conceptual understanding while ensuring a high degree of participation. Students are given time and structure for thinking on a topic, allowing them to formulate individual ideas and practice them with a peer before sharing them with the larger group.

- o This strategy can also be part of your initial or formative assessment process.

Ø **Create context.** Give an overview of the activity and its purpose to students.

- o Explain that students will: (1) think individually about a topic or response to a question; (2) discuss with a partner; and (3) share out with the whole class.
- o Model with a student, and allow time for questions about the procedure.
- o Monitor and support students as they work through the process themselves.
- o You may want to ask students to write or diagram their responses throughout the activity.

Ø **Think.** Engage in a read aloud, giving students a purpose for listening.

- o Read aloud, "Recycling Facts," by Beth Rowen [see "Resources"]
- o Frame the passage (*author's purpose*). Ask students, *Why do you think the author wrote this passage?* Discuss *persuading* others to recycle.
- o Before reading again, give students a purpose for listening. Tell students, *Now, I will read the* passage *again. While I am reading, think about which fact is most important. That is, if we think that the author wrote this* passage *to* persuade *others to recycle, then which fact do you think would be most effective to convince someone else to recycle?*
- o After reading the passage for the second time, restate the question, and ask students to think about their response (1-3 minutes).

Ø **Pair.** You may choose to assign pairs or allow students to self-select a partner. Generally, this strategy is most effective when students are paired heterogeneously (i.e., in terms of language skills, attention skills, etc.).

- o Students share their thinking with their partner, discuss ideas, and ask questions of their partner about their thoughts on the topic (2-5 minutes).
- o You may find it useful to have the prompt written where students can refer back to it, so students can clarify and ask one another.
- o Circulate to assess students understanding, and clarify topic focus.

Ø **Share.** Partnerships present their thoughts, ideas, and questions to the rest of the class.

- o Restate the prompt, and ask students to share: *Which fact do you think is most important? Why?*
- o To engage students' listening skills, you can ask students to share the *opinion* and *reasoning/explanation* of their partner. You should remind students of this as they are wrapping up the "Pair" segment, so they can prepare to share their partner's perspective.
- o Leverage the share-out into a whole class discussion. Tie back to prompt, as well as initial discussion around author's purpose.

Ø **Link.** Be explicit with students that what they have done, orally, is develop an *opinion* and

provide a *reason* for their *opinion*, and base their *opinion* on *facts.* Explain that this is how authors develop powerful *persuasive* writing: by backing up their *opinions* with *fact-based reasons.*

    o Share with students that they will continue this process throughout this unit, again orally, and also through writing.

Part 2: Jigsaw

Ø **Focus:** *Using an informational text to: read and comprehend; find detailed information; compare information; state an opinion*

Ø **Create context.** Give an overview of the activity and its purpose to students.
    o Purpose: Tell students that they will use the "Jigsaw" activity to help them *comprehend* a text, and state a *fact-based opinion* about the text.
    o Process: Explain that students will do reading and work in "home groups" (members will have read different texts) and "expert groups" (members read the same text). In expert groups, they will read a text and think about how to share this information with their home groups. In home groups, they will share information about their text, listen to information about another text read by their group members, and develop an opinion about one text compared to the other.
        § Explain to students that each expert group will read one of two texts, both related to the topic of recycling, which was introduced during the read aloud (if not in instruction earlier in the year!). Review/make connections to discussion around recycling during "Think-Pair-Share."

Ø **Organize.**
    o Home groups. First, place students in their home groups. They will not do any work in these groups at present, but should be aware of their fellow group members to have a sense of to whom they will be accountable for sharing information. Groups should have approximately 6 students.
    o Expert groups. Then arrange students in expert groups. Groups should have approximately 6 students, composed of members from various home groups. It tends to be helpful for students to have a partner from their expert group, to help each other share in the same home group.
        § Assign half of the expert groups to one text, and half should read the other: "A Look at the Recycling Process," and "The Three R's of the Environment" (see "Resources").

Ø **Expert groups.** The Questioning the Author (QtA) process is a scaffold to support students' deep comprehension of a text. Review process with students (steps listed below).
    o Introduce. You will want to spend time introducing and modeling this strategy, if you have not used it with your class before. You may wish to model with a "Think Aloud," and can use the prior reading of "Recycling Facts" as a sample text.
    o Overview. Review task with students so they are reading with a purpose. After their reading, they will discuss with their group to determine responses to the following

questions. Distribute "Questioning the Author" template [see "Resources] to guide students thinking.

- § *What is the author saying?*
- § *Why is the author saying it?*
- § *Is the author clear?*
- § *How would I say the same information?*

- o Independent reading. Students read the text independently (or you may wish to provide scaffolds such as buddy reading, based on students' reading levels). They should think about the QtA prompts as they read.
- o Group discussion. Students discuss the article, within the structure of the QtA prompts. Circulate and focus in particular on the students using the text, rather than bringing in their own ideas on the topic.
- o Summary. Towards the end of the group discussion time, remind students that they should be thinking about how to share information from their article with the rest of their home group. In particular, students should be clear on the main idea of the passage.

- Ø **Home groups.** Reconvene students into their home groups. Review process with students (steps listed below). Overall, students will first share information about each of the articles, and then discuss the articles in comparison to one another to select which is most effective.
  - o Focus. Remind students their focus in their home groups is to share information from the passage read in their expert groups, based on their QtA discussion. They should think in particular about: (1) the main idea and key details of the passage; (2) relevance of the information; (3) clarity of the writing.
  - o Share. Members of the group take turns sharing information about one article, then the other. Members who have not read the article being shared may ask clarifying questions.
  - o Discuss. Remind students of the purpose of the read aloud article, to inform and persuade readers to recycle. Share the following discussion prompt with students, reminding them that they should be prepared to share their responses with the entire group. You may wish to provide them with a note-taking device, to record and organize their thinking around this prompt.
    - § *Which passage best achieves the author's purpose in informing and persuading? That is, if you were trying to convince a friend or family member to begin recycling, which article would you ask him/her to read?*
    - § *Why? That is, what is it about the article that makes it most effective to inform and persuade a reader?*

Part 3: *Independent writing*

- Ø **Share.** This section holds students accountable for the content of their home group discussion, as well as prepares them for the type of writing they will have to do in their performance task.

Ø Oral presentation (optional). As an additional support, you may wish to have students orally present in their home groups, to the rest of the class. This also provides an additional assessment opportunity for you.

Ø Written task. Review the task. Students write a response to the prompt given to home groups. You may provide scaffolds as needed to students, including: partner writing; guided writing; planning template; teacher conference; etc.

   o You may wish to share the criteria from the performance task ("Investigating Sharks") with students, and with them, informally evaluate their writing based on this criteria.

Writing process activities

These activities are appropriate to support students with less experience with the kind of structured writing expected in the performance task (see performance task criteria).

Ø **Identifying the parts of a paragraph**

   o **Whole class:** Using the hamburger graphic organizer (see, "Resources") and an exemplar writing piece (could be selected from earlier class writing samples), have students analyze the writing with teacher guidance. Small groups of students locate information from the paragraph and write it in hamburger.

   o **Targeted instruction/small groups:** Practice identifying topic sentences in other classroom informational texts. Give sample sentences on strips and have students build a paragraph using/ordering them.

   o **Formative Assessment:** Using colors, students identify the parts of the sample paragraph by drawing an outline around each part (red = introduction; yellow – body; conclusion = green). Conference with individual students about their writing.

Ø **Using transition words/*signal words* appropriately**

   o **Whole class:** Compare and contrast two pieces of student writing. Have students use exemplar and non-exemplar to evaluate which one is correctly using transitional cues. Have a scavenger hunt for *paragraphs with transition words/signal words* using classroom texts. Students make a list of the words they find and how they help readers make connections (e.g. *this word helps me to know what to do first, and what to do next in the directions*). *[See, "Text Structure Signal Questions and Signal Words" in "Resources" section.]*

   o **Targeted instruction/small groups:** A practice activity might be to provide a short passage with "_____" where transitions should be. Students need to select appropriate cues. Students circle cues in given paragraphs.

   o **Formative Assessment:** Have each table identify various transition words and correctly classify the transition words (using index cards) sorting them under 4 categories: (1) words used to show <u>sequence</u>; (2) words used to show <u>compare-contrast</u>; (3) words used to <u>describe or give examples</u>; (4) words that show <u>cause-effect.</u>

Ø **Accurately elaborating on details**

- o **Whole Class:** Discuss the difference between <u>simply adding details</u> versus <u>elaborating on details provided</u>. **Stress that simply adding lots of facts and details is not elaboration. The writer needs to tell the reader why those details are important.** Have students come to a collaborative agreement about a well detailed and elaborate piece of writing including recording their "why" thinking. Use exemplars of writing to analyze what is an elaboration and use a details-elaboration chart to analyze and "fix" a passage in need of revision/adding more explanation or examples. *[See, "Multisensory Clustering" in "Resources" section.]*
  - o **Targeted Instruction/Small Groups:** Transfer the information from the details-elaboration chart to the revise the skeleton paragraph.
  - o **Formative Assessment:** Pick out details and elaboration from an exemplar piece of writing. Revise their own writing using a detail-elaboration charts. Conference with individual students about their writing.
- Ø **Distinguish between important and unimportant information and writing a conclusion with an "Aha!" Moment (restating/reinforcing the focus in some way)**
  - o **Whole Class:** Using an exemplar and non-exemplar piece of writing to analyze important and unimportant information. Guide students to make connections between the focus + the important (relevant) information + the conclusion.
  - o **Targeted Instruction/Small Group:** Use index cards with information on them (relevant and non-relevant facts, examples, elaboration) about a topic. Ask: "Does this help me understand ___ (the focus, character, etc.) more?" Guide students through a piece of writing to find important information
  - o **Formative Assessment:** Students revise their own piece of writing (Revisions should reflect greater, clearer understanding about the value of adding details and elaborating.

Extensions

These activities are appropriate for students who are ready for enrichment around informational reading and writing, or for teachers who wish to continue instruction around informational literacy stemming from this unit.

- Ø **Nonfiction text features.** Support students in comprehending informational texts using structures common to these texts.
  - o "Traveling Terrain: Comprehending Nonfiction Texts on the Web" (ReadWriteThink): http://www.readwritethink.org/classroom-resources/lesson-plans/traveling-terrain-comprehending-nonfiction-98.html?tab=3#tabs
    - § Using nonfiction text features specific to internet literacy
- Ø **Compare-contrast.** Support thinking around persuasive writing; comparing information, taking a stance, and providing fact-based evidence.
  - o "Exploring Compare-Contrast Structures in Expository Texts" (ReadWriteThink): http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-compare-contrast-structure-54.html

Ø **Revision.** Extend students' work on independent writing pieces in learning plan and performance task.
  o "Prompting Revision through Modeling and Written Conversations" (ReadWriteThink): http://www.readwritethink.org/classroom-resources/lesson-plans/prompting-revision-through-modeling-1183.html?tab=4#tabs
Ø **Skimming and scanning.** Enrichment for students who are strong independent readers, who need less scaffolding in comprehending a text and identifying the main idea. May serve the same purpose as expert group work in "Jigsaw" activity in learning plan.
  o "Research Building Blocks: Skim, Scan, and Scroll" (ReadWriteThink): http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-skim-155.html?tab=4#tabs

RESOURCES:

Instructional literature

Learning plan

Ø Rowen, Beth. "Recycling Facts." *Fact Monster.* http://www.factmonster.com/science/environment/recycling-facts.html ["Part 1: Think-Pair-Share"]

Ø "A Look at the Recycling Process." *Fact Monster.* http://www.factmonster.com/ipka/A0934633.html [Part 2: "Jigsaw"]

Ø "The Three R's of the Environment." *Fact Monster.* http://www.factmonster.com/ipka/A0775891.html [Part 2: "Jigsaw"]

Performance task

Ø Batchelor, Susanna. "Facts about Sharks." *[attached]*

Instructional tools

Ø Anticipation Guide, ReadWriteThink (initial and formative assessment) http://www.readwritethink.org/files/resources/printouts/AnticipationGuide.pdf
  o For a sample lesson using an anticipation guide with fictional literature, see: http://www.readwritethink.org/classroom-resources/lesson-plans/guided-comprehension-previewing-using-226.html
Ø Big Mac Paragraph Format (learning plan) *[attached]*
Ø Investigating Sharks (performance task) *[attached]*
Ø K-W-L Chart, ReadWriteThink (initial assessment; alternative for individual student use) http://www.readwritethink.org/classroom-resources/printouts/chart-a-30226.html
Ø Multisensory Clustering, Karin Hess (learning plan) *[attached]*
Ø Questioning the Author template (learning plan) *[attached]*
Ø Systemic Observation, Karin Hess (initial assessment) *[attached]*
Ø Text Structure Signal Questions and Signal Words, Karin Hess (learning plan) *[attached]*

Professional literature

Ø Beck, Isabella, et al. *Questioning the Author: An Approach for Enhancing Student Engagement with Text.* Newark, DE: International Reading Association, 1997.
  o Resource for "Questioning the Author" approach used in learning plan

Ø Kletzien, Sharon Benge, & Dreher, Mariam Jean. *Informational Text in K–3 Classrooms: Helping Children Read and Write*. Newark, DE: International Reading Association, 2004.

Mentor literature

Ø Mentor texts for study of informational texts

Elephants Swim	Riley, Linda
Big and Little	Jenkins, Steve
How Big Were the Dinosaurs?	Most, Bernard
My Goose Betsy	Braun, Trudi
On The Move	Pluckrose, Henry
Waiting for Wings	Ehlert, Lois
Red Eyed Tree Frog	Cowley, Joy
Water	Asch, Frank
Puffins Climb, Penguins Rhyme	McMillain, Bruce
Big Blue Whale	Davies, Nicola
Chameleons Are Cool	Jenkins, Martin
Exploring the Deep, Dark Sea	Gibbons, Gail
Flash, Crash, Rumble, and Roll	Branley, Frank
Red Eyed Tree Frog	Cowley, Joy
Sky Tree	Locker, Thomas
Exploring the Deep, Dark Sea	Gibbons, Gail
Life and Times of the Peanut	Micucci, Charles
Sky Tree	Locker, Thomas
Snail's Spell	Ryder, Joanne
Where the River Begins	Locker, Thomas
Bat Loves the Night	Davies, Nicola
If You Were Born A Kitten	Bauer, Marion

Ø Nonfiction mentors for author studies:
  o Aliki
  o Melvin Berger
  o Franklyn Branley
  o Joanna Cole
  o Donald Crews
  o Lois Ehlert
  o Allan Fowler
  o Rita Golden Gelman
  o Gail Gibbons
  o Linda Glasser
  o Ruth Heller
  o Barnabas & Annabel Kindersley
  o Patricia Lauber
  o Milton Meltzer

- o Charles Micucci
- o Ann Morris
- o Ifeoma Onyefulu
- o Mary Pope Osborne
- o Jerry Pallotta
- o Laurence Pringle
- o Seymour Simon
- o Gail Saunders Smith

Systematic Observation

What is Systematic Observation?
Systematic observation is an assessment strategy used to document knowledge and skills of a group of students over a period of time, rather than assessing all students at the same time (on-demand). Generally this approach works well for areas that are difficult to assess with pencil and paper tests or when multiple opportunities are provided for students to demonstrate acquisition of skills and knowledge over time. Systematic observation captures the "missed opportunities" for collecting assessment data during an instructional activity and can document progress being made over time in meeting broader learning goals for the school year.

Data collection can be imbedded in the instructional activity, such as during a class or group discussion, or done during small group or individual conferences with students. Brief notations are made including the date, student name, and key quotes or comments related to the focus of the learning goal(s). In a single lesson or activity, only a few specific notations might be made by the observer; however, eventually all students will be documented several times in the same areas of focus. Ongoing data collection provides information for making instructional decisions and for making evidence-based decisions about student learning.

How to Use the Systematic Observation Documentation Template

1. **Identify 2-3 areas you will consistently (systematically) be able to document over time (such as throughout a unit of study)** – Although you *could* observe many different areas, limit the number of areas you will document through observation to assure quality data collection and minimal instructional interruption as you make notes. Identify areas difficult to assess with pencil and paper assignments (e.g., open-ended discussion topics about text features or use of comprehension strategies).
2. **Do a quick "match" with areas selected for observation** – What standard/expectations are you assessing? What are some key components you'll focus on? Make a few notes at the bottom of the page to help you remember, since you won't ask for all of them in one lesson/activity. (For example, you might list the literary devices or text features that students will be asked about.)
3. **Make systematic notes** - Date notes with student names and enough information to guide further instruction and/or to make evidence-based judgments about student learning.
4. **Use systematic notes to make informed decisions** – Some notes will be used to individualize support and instruction for particular students, some notes will inform general ongoing instructional practices for the group or entire class, and some notes will be used collectively to generalize how much progress each student is making.

Systematic Observation Documentation Template

Task/Activity: _____ **Group/Grade Level:** _____
(Remember to date student responses)

_____ (CCSS)	_____ (CCSS)
_____ (CCSS)	*OTHER COMMENTS & OBSERVATIONS:*

TEACHER NOTES: (Key ideas for observation)

Sample Systematic Observation Documentation

Task/Activity: *Discussion in Literature Circle/Book Club – Poetry Unit*   **Grade:** __3__

identify characteristics of types of text (CCSS RL-5: refer to parts of stories…)	identify literary devices (CCSS RL- 4: distinguish literal from non-literal language)
3/17 Mandy: this poem is not rhyming like all the other ones- I sort of liked it cuz of that *3/17 Aaron: I like this story-kind of poetry more than the rhyming kind* *3/19 Meg: The verses are shorter in this poem*	*3/17 Sarah: The words help me make a picture in my mind of what's happening* *3/19 Joseph: noticed rhyme scheme!* *3/20 Aaron: This part was cool- how they talked back and forth to each other – like in a play . Dialogue, right?*
Participating in discussions, offering comments & sup. evidence from text (CCSS RL- 1: refer explicitly to the text…) *3/20 Peter, Josie, Aaron, and Mandy: lots of participation, used text-based comments to support ideas* *3/21 Joseph: beginning to do so, needs scaffolding – can locate evidence when given supporting statement or can make supporting statement if given two or three evidence/references from text*	*OTHER COMMENTS & OBSERVATIONS:* *3/20 Joseph- remembered to bring Readers Notebook!* *3/21 Aaron: may be interested in reading (or writing?) some plays?*

> **TEACHER NOTES: (Key ideas for observation)**
> Rhyme, rhyme scheme
> Narrative and lyric poems
> Imagery, dialogue

Name: _____   Date: _____

Questioning the Author

> **What is the author saying?**
> *What is the main idea? How can I tell?*

> **Why is the author saying this?**
> *Why is it important to know?*

> **Is the author's writing clear?** *Why or why not?*
> *How could the author have made this easier to understand?*

> **How would I write this if I were the author?**

Based on: Beck, I.L., & McKeown, M.G., Hamilton, R.L., & Kugan, L. (1997). *Questioning the Author: An Approach for Enhancing Student Engagement with Text*. Newark, DE: International Reading Association

GRADE 3 LITERACY: INVESTIGATING SHARKS

SUPPORTS FOR ENGLISH

LANGUAGE LEARNERS

Department of
Education
Dennis M. Walcott, Chancellor

Grade 3 Literacy: Investigating Sharks

Supports for English Language Learners

Vocabulary

Refer to the *ELL Considerations for Common Core-Aligned Tasks in English Language Arts* to build essential vocabulary that ELLs need to comprehend the reading of "Facts about Sharks**."**

- When teaching domain-specific (Tier 3) vocabulary words from "Facts about Sharks" (p. 11), students can be divided into groups of two or three. Assign a new vocabulary word to each group of students. Groups of students will create text representations for each of the words. This may be the creation of a picture, role-play, total physical response, or a song.

- As a follow up to the activity, use a vocabulary graphic organizer, such as the one below. This can assist ELLs as they acquire vocabulary:

Word:
Definition:
Sentence:
Illustration:

- Encourage students to refer to dictionaries, picture dictionaries, and native language dictionaries as they complete their graphic organizers. (Note: Dictionary skills should be taught beforehand.)

- Remember that the way in which the organizer is completed by the students may differ due to varying levels of the students' English language proficiency. For example, a beginner ELL may fill in short answers in English and his/her native language as well as draw pictures; an advanced ELL may use more vivid vocabulary and refer to dictionaries.

- In order to review vocabulary, a Vocabulary Review Jigsaw can be implemented. The teacher will need to create four cards with different sets of clues for each new vocabulary word. For example, one card can focus on the initial letter of each of the vocabulary words; the second on the final letter of each of the vocabulary words; the third on the number of syllables

in the vocabulary word being described; and the fourth on the definition of the vocabulary word.

Students will work in groups of four. Each group will receive one set of cards, and each student within the group will receive one of the cards in the set. Group members will take turns reading the clues. After hearing all four clues, students in the group will identify the vocabulary word being described and record it. The teacher can create different variations of the clues being offered based on his/her assessment of student needs.

Grouping

- Pair students strategically, as some ELL students can benefit from being paired with English-proficient partners. Other ELL students may benefit from being paired with students with the same native language.

- Students can be homogeneously grouped by native languages. Students will still be grouped heterogeneously by ability level. Allow students to work on activities in the native language if necessary. Depending on the class setting, teacher may tell students they must submit the final product in English.

Modeling

- When exposing students to concepts such as "Fact and Opinion," the teacher should explicitly model the language that should be used for each of these purposes.

- Examples for sentence starters for facts are as follows:
  - ➢ The text says …
  - ➢ I know from the reading that …
  - ➢ As stated in the passage …

- Examples for sentence starters for opinions are as follows:
  - ➢ I think that …
  - ➢ My opinion is …
  - ➢ It seems to me …

- Sentence starters should be used during "Think-Pair-Share" activities to reinforce this language and allow ELLs to begin to take ownership of the concepts.

- These sentence starters must be posted in the room in an area that is accessible to ELLs.

- The teacher may create sentence-starter laminates for "Fact and Opinion" for ELLs to refer to during their independent writing.

- Graphic organizers can be further scaffolded for ELLs by providing sentence starters.

GRADE 3 LITERACY: INVESTIGATING SHARKS

SUPPORTS FOR STUDENTS
WITH DISABILITIES

GRADE 3 LITERACY: INVESTIGATING SHARKS

Background Information

Information is more accessible and likely to be assimilated by learners when it is presented in a way that provides multiple means of representation, multiple means of action and expression and multiple ways in which learners can engage with the information to be learned so that it can be transformed into useable knowledge. To support students in writing an opinion piece, it is crucial to activate or supply background knowledge as well as support students understanding vocabulary related to the task. The teaching of key instructional concepts such as understanding facts, opinion/reason, choice, compare/contrast, classification and how to use facts to justify their opinion/reason will advance students overall reading, writing, speaking and listening skills.
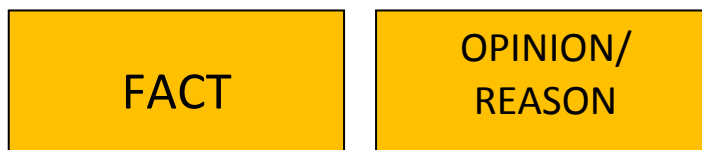
Day 1: Preparing Students

Students will determine the difference between fact and opinion/reason and will state facts for each opinion/reason.

Prewriting Activity 1:

Provide activities to help students learn how to support an opinion/reason with facts. Offer students opportunities to learn or review the difference between an opinion/reason and a fact.

- *Offer ways of customizing the display of information.* Use white board, chart paper or overhead projector displaying a graphic organizer (see below) to model the difference between fact and opinion/reason. [Using a white board allows for flexible format, varying font style, text size, line spacing, shading and graphics.] Ask students: What is the difference between a fact and an opinion/reason?
- *Enhance capacity for monitoring progress by asking questions to guide self-monitoring and reflection.* Post the following essential questions on a chart (can also be displayed on student desks and/or writing notebooks):
  1. To see if something is a *fact*, ask yourself, "Can this statement be proved?
  2. To check for *opinions/reasons*, ask yourself, "Does this tell a thought or feeling?"
  Please remember that some facts can change over time.
- *Highlight patterns, critical features, big ideas, and relationships by using multiple examples and non-examples.* Provide students with several examples and non-examples of facts and opinions/reasons and give them the opportunity to engage in choral response by using 2 index cards (or individual white boards). One index card should read "FACT" and the other index card "OPINION/REASON." Whenever the teacher presents a fact or an opinion/reason, students hold up the correct index card.

     For example:

FACT	OPINION/ REASON

- *Guide information processing, visualization, and manipulation by providing interactive models that guide new understandings.* Provide students with a FACT and elicit possible OPINION/REASON to support that fact. In the chart below, we have provided some examples. Please add facts appropriate to your students' skills, knowledge and interests. In modeling this activity, use a white board or chart paper to record the fact and the supporting opinion/reason. It is important for students to see the connection between the fact and opinion/reason. It is critical that during this activity whether oral and/or visual that students practice giving responses in complete sentences and that they make sense. This may need to be modeled with students first echoing and then responding independently. An alternative would be integrating this activity with a white board, having students place the fact or opinion/reason in the correct column and explain why. For example:

Provide a FACT	To support an OPINION/REASON
I put ketchup on my French fries	because it makes them taste better.
I went to Florida on vacation	because I like warm weather.
I eat carrots	because they are healthier than ice cream.

- *Optimize relevance, value, and authenticity by providing tasks that allow for active participation.* Provide students the opportunity to practice newly learned skills (distributed practice) by web games (**http://pbskids.org/arthur/games/factsopinions/**), card games, and matching games. For example, divide students into groups of 3 or 5 to match various facts to their respective opinion/reason on index cards. Have students share responses explaining why it makes sense. Games can be placed in learning centers and/or baggies to take home as "fun work." It is imperative that students are successful with this activity prior to moving to the next activity.

Prewriting Activity 2:

- *Highlight patterns, critical features, big ideas, and relationships by using graphic organizers to emphasize key ideas and relationships.* After reading and discussing texts and/or using pictures about two different animals such as dogs and turtles, guide students in identifying how the two animals are alike and/or different (Google: Facts about dogs/Google images). Use a graphic organizer to visually represent similarities and differences. Model activity with the entire class using a white board or chart paper. Students can then be paired or grouped to complete their own Compare/Contrast chart. Have students share their findings with their classmates.

Compare and Contrast Chart

Dogs	Turtles

How are **dogs** and **turtles** *ALIKE* (*compare*)?

How are **dogs** and **turtles** *DIFFERENT* (contrast)?

DOGS	TURTLES

- ***Maximize transfer and generalization by incorporating explicit opportunities for review and practice***. In groups or pairs, students will now use their Compare/Contrast charts to respond to targeted questions that facilitate their ability to support their response to the question (stating their opinion and providing a the facts from their chart to back up that opinion). For example, "Which animal do you like best/least and why?" "Which animal would be easiest to keep as a pet and why?" "Which animal costs the most to keep at home and why?" Students will need to use at least one fact to support their opinion/reason which can be done orally or in written format. Please ensure that all responses are in full sentences. Students can also use drawings to support their responses. It is imperative that students are successful with this activity prior to moving to the next activity.

Day 2

Before beginning the task and reading the Shark Facts text:

Facilitate managing information and resources by providing graphic organizers to organize information. Use the revised "Planning Your Writing" graphic organizer provided below. Utilize the example from the Day 1 Compare/Contrast activity, dogs and turtles, to provide students with practice in using facts to support their opinions/reasons. Review facts about dogs and turtles as needed. Guide students in filling out the graphic organizer. For example:

My Opinion/Choice: The pet I want to study is **dogs** because (my reasons for choosing this pet):		
List at least 2 good reasons why you chose dogs.	**Explain turtle facts that support my reason/opinion.**	**Explain dog facts that support my reason/opinion.**
Reason 1: I like pets that need to be walked outside.	Turtles do not walk outside so it is not exciting to me.	Dogs need to be walked and I want to learn more about them and what they need.
Reason 2: I like pets with fur.	Turtles do not have fur so I would not be able to brush their hair.	Dogs do have fur and so I am able to brush their hair.

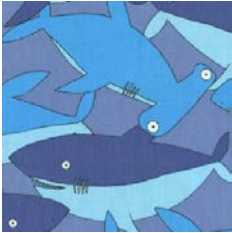* Highlight facts, **underline reasons/opinions**.

Shark Text by Susanna Batchelor

Guide information processing, visualization, and manipulation. Use the comprehension strategy of visualization to facilitate students understanding of the text – concepts and vocabulary. The strategy of visualization helps students develop mental images to construct meaning and to organize their thoughts that will be necessary for the upcoming writing activity. Read text aloud, stopping at pre-determined points to model thinking aloud what you have just read. Please note that this activity needs to be well planned.

- ***"Chunk" information into smaller elements.*** Begin reading the text aloud in small chunks.
- ***Clarify vocabulary and symbols.*** Discuss meaning/vocabulary as encountered in the text in student-friendly terms (For example, massive -- really, really big or large; migrations -- to move from one place (country or region) and settle in another; unique -- being the only one of its kind). Model thinking by creating images and helping students picture the text in their minds.
- ***Pre-teach critical prerequisite concepts through demonstration or models.*** Using a white board or chart paper, draw using stick figures or use picture symbols (from Google Images) and/or label with vocabulary as needed while modeling visualization. Again, this will help students develop mental images to construct meaning and organize their thoughts for the upcoming writing activity. For example:

Title of Text: _Facts about Sharks_   Author: _Susanna Batchelor_

1 Susanna Batchelor Vet Dives with Sharks All over the world	2 More than 400 Sharks Look like: Where sharks live:
3 Continue with drawings or images using as many boxes as needed.	4
5	6
7	8

- *Guide information processing, visualization, and manipulation by giving explicit prompts for each step in a sequential process.* Model replaying/retelling the chunks or parts of the text for the students to follow. Then

have students replay (make a movie in their mind/what they visualized to help them remember) and retell those chunks/parts (what they actually heard—details from text) using the pictures/images.

- **Embed visual, linguistic and non-linguistic supports for vocabulary clarification (i.e., pictures).** Display a chart with student-friendly definitions and pictures/sketches for all listed vocabulary, as well as any other words students are not familiar with (i.e., veterinarian, dive, plankton, mammal, squid, prey, massive, curious, inspect, migration, and unique). For example:

Veterinarian	A doctor for animals.	

- **Maximize transfer and generalization by incorporating explicit opportunities for review and practice.** At the conclusion of reading of the text, model replaying/retelling the entire text. Then have students replay and retell the text in their own words. Guide retelling with targeted questions. Students may use the pictures/images/sketches from the visualization to assist them.
- **Provide scaffolds that connect new information to prior knowledge.** Ask guided questions to facilitate students' making connections to text and ability to distinguish between a fact and an opinion/reason. Students can discuss how the two sharks are alike and different. Utilize the Compare and Contrast Chart from the previous activity, but now compare and contrast Hammerhead and Whale Sharks:

Compare and Contrast Chart

Hammerhead Sharks	Whale Sharks

How are hammerhead sharks and whale sharks ALIKE (compare)?

How are hammerhead sharks and whale sharks DIFFERENT (contrast)?

HAMMERHEAD SHARKS	WHALE SHARKS

- ***Provide options for perception and comprehension***. Students can use computers that are set up with an electronic version of the shark text to allow text to speech software, options in text size and contrast, as well as an embedded visual dictionary including definitions for *veterinarian, dive, plankton, mammal, squid, prey, massive, curious, inspect, migration,* and *unique.* This allows for another way in which students can review and reinforce what they have learned about sharks.

Day 3

Before filling out "Planning Your Writing" graphic organizer:

- ***Highlight patterns, critical features, big ideas, and relationships by using graphic organizers to emphasize key ideas and relationships***. To assist students in their writing of which shark would you study if you were a shark scientist and why, categorize the list of facts under each shark. For example, list facts under appearance, eating habits, and shark behaviors (actions). Remind students to use vocabulary, labels and sketches from the previous activity.

HAMMERHEAD SHARK

APPEARANCE (What they LOOK like)	EATING HABITS	SHARK BEHAVIOR (ACTIONS)

WHALE SHARK

APPEARANCE (What they LOOK like)	EATING HABITS	SHARK BEHAVIOR (ACTIONS)

Present students with revised "Planning Your Writing" graphic organizer from original task on white board/chart paper and review the example below:

My Opinion/Choice: The shark I want to study is **whale sharks**		
because (my reasons for choosing this shark):		
List at least 2 good reasons why you chose whale sharks.	**Explain Hammerhead shark facts that support my reason/opinion.**	**Explain Whale shark facts that support my reason/opinion.**
Reason 1: I like spots! (a silly reason – DO NOT use this reason)	Hammerhead sharks do not have spots so they would be boring to study.	Whale sharks do have spots and I want to know more about animals with spots.
Reason 2:		

* Highlight facts, **underline reasons/opinions**.

Facilitate managing information and resources by providing graphic organizers and templates for organizing information. After discussing the "Planning Your Writing" graphic organizer above, have students complete a blank copy of it. Have students refer to the shark text and visualization images to complete the below "Planning Your Writing" graphic organizer. Students will be asked to think about which shark they want to study and their reasons for choosing that shark. For example, students might come up with…

My Opinion/Choice:	The shark I want to study is **whale sharks**	
because (my reasons for choosing this shark):		
List at least 2 good reasons why you choose whale sharks.	**Explain Hammerhead shark facts that support my reason/opinion.**	**Explain Whale shark facts that support my reason/opinion.**
Reason 1: Whale sharks have huge gills.	Hammerhead sharks do not have huge gills so they are not exciting to study.	Whale sharks do have huge gills and I want to know more about them and their gills.
Reason 2:		

* Highlight facts, **underline reasons/opinions**.

Before you begin the next activity, ensure that students have been successful with previous tasks. Review and reinforce as needed.

- ***Provide prompts, guides, rubrics, checklists that focus on elevating the frequency of self-monitoring and self-reinforcements by using detailed checklists for organizing and editing the necessary writing tasks for completion of opinion essay consisting of opinion supported by details from text.*** Students will use their completed graphic organizer to write an opinion piece about the shark they would like to study and why. Review with students the required elements of this written assignment, for example, introduction, body and conclusion. You may need to model this through a mini-lesson prior to having students independently complete this task. Please ensure that students understand the expectations for their written piece by reviewing the checklist below. As students are completing the task you may need to provide support through oral/visual prompts or targeted questions to maintain their focus and monitor their writing. Students should be provided the opportunity to select the type of paper and writing instrument that best matches their individual needs (i.e., primer paper, primer pencil). Some students may need to have access to a word processor and/or spell checker. Please note that the checklist below is to assist students in monitoring and organizing their work for completion of the task. It is not designed as a rubric for grading.

STUDENT NAME: _____ DATE: _____

YES	NO	WRITING CONTENT
		I have an introduction sentence that clearly states the topic and the reasons for my position.
		In each paragraph, I have a topic sentence and supporting details which are elaborated upon.
		I use linking words that connect my opinion with my reasons and facts
		I use different kinds of sentences – statements, questions, and exclamations.
		I start each sentence in a different way.
		My final paragraph has a concluding sentence that restates my reason for my position in detail.
		WRITING MECHANCIS
		I use complete sentences.
		All my sentences start with capital letters.
		I put a punctuation mark (. ! ?) after each sentence.
		I checked my spelling. I think my spelling is correct.
		I added an illustration that supports my reason/opinion.
		My handwriting is neat.
		I re-read everything to be sure it makes sense.
		I did my best. I am proud to hand in my work.

STUDENT NAME: _____ DATE: _____

TEACHER COMMENTS:

 Dear _____,

I liked the way you:

_____
_____
_____
_____

I am wondering about:

_____

_____

_____

_____

Next time I hope to see:

_____
_____
_____
_____

I look forward to your next piece of writing!

Yours truly,

_____

Compare and Contrast Chart

Animal 1   **Animal 2**

How are _____ and _____ ALIKE (*compare*)?

How are _____ and _____ DIFFERENT (contrast)?

ANIMAL 1	ANIMAL 2

Title of Text: _____   Author: _____

1	2
3	4
5	6
7	8

HAMMERHEAD SHARK

APPEARANCE (What they LOOK like)	EATING HABITS	SHARK BEHAVIOR (ACTIONS)

WHALE SHARK

APPEARANCE (What they LOOK like)	EATING HABITS	SHARK BEHAVIOR (ACTIONS)